Using Bookshare to Support Student Reading

# This tutorial addresses how Bookshare can support reading instruction across the tiers of Response to Intervention (RTI) framework or multi-tiered system of support (MTSS) with a focus on vocabulary and comprehension. For the purposes of this tutorial, we use RTI and MTSS interchangeably.

In the previous video we presented content on ways to support phonological awareness and fluency development using Bookshare.

In this video we discuss how vocabulary development occurs when readers begin to understand that written words correspond to the words they encounter every day in spoken language.

Vocabulary development is a critical building block for comprehension because too many new or difficult words make it impossible for readers to gain overall understanding of text. Readers increase their vocabulary through direct and indirect instruction.

Indirect instruction in vocabulary occurs when we learn new words by listening and speaking in conversations and reading independently. This type of instruction relies on readers making connections between new words and the context in which they are used.

Although indirect vocabulary instruction happens for learners of all ages, young readers may need to be explicitly taught new vocabulary words especially if the words are critical to understanding the main idea of a text, or if the vocabulary words are linked to content.

Read OutLoud and Web Reader allow students to look up unfamiliar words through a web dictionary.

In Web Reader students can highlight the unfamiliar word and right-click on it to look it up within Google.

While the word itself can be read aloud students would need a screen reader in order to read the full definition.

In Read OutLoud students can also highlight unfamiliar words and select the dictionary tool from the tool bar. The dictionary function appears as an image of an open book.

Once a student selects this feature they are automatically redirected to a web-based dictionary which opens in a separate tab in the Read OutLoud program. This allows the full definition to be read through the software program.

Read OutLoud also provides a place for students to actively take notes from the open dictionary tab so they can type the definition they just looked up.

This note tab continuees to appear when they move back into the open book.

Additionally, Read OutLoud has a built in vocabulary study outline feature. This can be added to the notes tab by clicking outline and add outline from the toolbar. Under the outline options there are three files, one of which is titled vocabulary study.

This outline allows students to fill out information about specific words including what they think it means, an expert definition, synonyms and antonyms, use in a sentence, and ways to remember the term.

Comprehension is the interaction that happens between reader and text. Readers with highly developed comprehension skills are purposeful, active, and aware of the intentional thinking processe that occurs during reading. Readers use a wide variety of strategies, often simultaneously to create meaning from text including using prior knowledge, summarizing, questioning, and predicting.

Young readers first start to develop text comprehension by hearing stories read aloud and then engaging in active reading strategies like questioning and predicting.

As young readers transition from learning to read, to reading to learn, it is critical that they have the phonemic awareness, phonics, fluency, and vocabulary skills necessary to independently access the text.

For students that struggle to decode, simply providing access to text in an alternative format or multimodal format with read out loud features may allow them to access higher level text and develop content knowledge.

Read OutLoud provides a number of tools that allow students to engage with text.

Based on the content within text, students can highlight and take notes to further explore common in themes.

Within the tool bar three different highlighter colors that indicate different levels of text.

The highlighted text then appears in the note page; there the students can read the quoted text or type to take a note. Students can add notes either related to highlight text or unrelated to text by clicking the paper and pencil icon in the tool bar.

Read OutLoud also provides two outlines that can be accessed from the same location as the vocabulary study.

One is a story map outline for fiction text which allows students to identify themes, characters, and setting; [slide change]the second is for non-fiction that includes a place for students to identify main idea and supporting details.

Teachers can also use the highlighting and note taking capacities in Read OutLoud to develop assignments or prompts for students directly in books that the student is reading. These tools provide a way for students to interact deeply with content.

The five components of reading are phonemic awareness, phonics, fluency, vocabulary, and comprehension. It is important to remember that readers do not develop skills in these five components in a strictly linear fashion.

While early elementary reading instruction focuses heavily on developing phonemic awareness and phonics skills, young readers are also simultaneously developing fluency, vocabulary, and comprehension skills.

Having solid foundational skills makes it easier for readers to develop vocabulary and comprehension skills, but it is possible for readers to develop skills at different rates across the five components.

Using Bookshare, teachers can target skills and provide remedial instruction to support individual student needs.

Bookshare can support interventions within the RTI framework by capitalizing on the interrelatedness of reading components and individual strengths to move students into their Zone of Proximal Development.

The Zone of Proximal Development, also known as ZPD, is the difference between what a learner can do without help and what he or she can do with help. The goal of instruction is to move learners from the “what I can’t do” to the “what I can do” category.

The intermediate stage between non-mastrate and intermediate mastrate is the ZPD. In this stage, students are working toward independent mastery with guidance and support. When students are first learning a new skill or concept, they may require significant support. As the learner gains independence, the supports are gradually taken away until they can demonstrate independent mastery.

Bookshare is a tool that can move students with print disabilities into their ZPD by removing barriers to access of text.

To learn more about how Bookshare can support the other components of reading instruction, phonics, phonemic awareness, and fluency, please watch the companion video on those topics which is available on the Bookshare website. To learn more about other Bookshare topics, see our website at [www.bookshare.org](http://www.bookshare.org), and the YouTube channel at [www.youtube.com/user/BookshareTeam](http://www.youtube.com/user/BookshareTeam). Additional resources on RTI are available at the RTI Center www.rti4success.org, and the National Center on Intensive Intervention at [www.intensive](http://www.intensive) intervention.org.

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